6th Grade Reading Proficiency Objectives

Strand One
Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

******Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.***

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	
1R-C4-06-P01X	Determine the effect of affixes on root words
1R-C4-06-P02X	Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
1R-C4-06-P03X	Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
1R-C4-06-P04X	Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.

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1R-C4-06-P05X	*Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).* .

Concept 5: Fluency Read fluently	
1R-C5-06-P01X	Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression)

Concept 6: Comprehension Strategies Employ strategies to comprehend text.	
1R-C6-06-P01X	*Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*
1R-C6-06-P02X	*Confirm predictions about text for accuracy.*
1R-C6-06-P03X	*Generate clarifying questions in order to comprehend text.*
1R-C6-06-P04X	*Use graphic organizers in order to clarify the meaning of the text.*

1R-C6-06-P05X	*Connect information and events in a text to experience and to related text and sources*
1R-C6-06-P06X	Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.
1R-C6-06-P07X	*Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

Strand Two

Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

******Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.***

Concept 1: Elements of Literature **Identify, analyze, and apply knowledge of the structures and elements of literature.**	
2R-C1-06-P01X	Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
2R-C1-06-P02X	Identify the theme in works of prose, poetry, and drama
2R-C1-06-P03X	Describe the motivations of major and minor characters

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2R-C1-06-P04X	*Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.*
2R-C1-06-P05X	Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution
2R-C1-06-P06X	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice
2R-C1-06-P07X	Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).
2R-C1-06-P08X	*Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.*

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

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2R-C2-06-P01X	Describe the historical and cultural aspects found in cross–cultural works of literature.
2R-C2-06-P02X	Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

Strand Three
Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text **Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.**	
3R-C1-06-P01X	*Restate the main idea (explicit or implicit) and supporting details in expository text.*
3R-C1-06-P02X	Summarize the main idea and critical details of expository text, maintaining chronological or logical order.
3R-C1-06-P03X	*Distinguish fact from opinion in expository text, providing supporting evidence from text.*
3R-C1-06-P04X	Identify the author's stated or implied purpose(s) for writing expository text

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3R-C1-06-P05X	*Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)*
3R-C1-06-P06X	*Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*
3R-C1-06-P07X	Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
3R-C1-06-P08X	Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.
3R-C1-06-P09X	*Draw valid conclusions about expository text, supported by text evidence.*

Concept 2: Functional Text **Identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text.**	
3R-C2-06-P01X	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

3R-C2-06-P02X	Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.
3R-C2-06-P03X	*Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).*

Concept 3: Persuasive Text **Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.**	
3R-C3-06-P01X	Determine the author's specific purpose for writing the persuasive text.
3R-C3-06-P02X	Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.
3R-C3-06-P03X	Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.